DOCUMENT RESUME

ED 156 187 IR 006 315

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TITLE Professional Development.
INSTITUTION California Univ., Davis.
PUB DATE Feb 78
NOTE 12p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Advisory Committees; College Libraries; *Librarians; *Library Education; *Professional Continuing Education; *University Libraries
IDENTIFIERS *Academic Libraries

ABSTRACT

A Liaison Committee at the University of California-Davis' library studied the concept of professional development, including the individual librarian's responsibility and the General Library's role in assisting its librarians. This document enumerates the committee's recommendations and outlines (1) the factors which influence the extent of a librarians's involvement in professional development activities; (2) responsibilities of the librarians; (3) types of activities considered relevant; (4) a time accounting system that can be used by full-time librarians to determine how much time can be utilized for such activities; and (5) changes that should be adopted with respect to request forms, job descriptions, and "resume of activities" for professional development. The committee concluded that, although professional development is mandated and some assistance is available, the choice of how much time and to what degree each librarian participates in professional development rests with the individual. (JPF)

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PROFESSIONAL DEVELOPMENT

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Report to the

LIBRARIANS ASSOCIATION, UNIVERSITY OF CALIFORNIA-DAVIS

By its

Ad Hoc Committee

February, 1978

IR006315

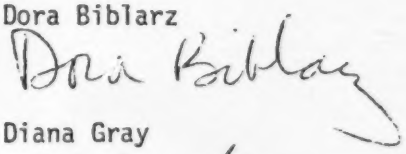
FOREWORD

The 1977 Liaison Committee was charged to study the concept of professsional development. Since the 1977 LAUC year was short, the charge was completed by the original members of the Liaison Committee as an ad hoc committee, formed at the beginning of the 1977/78 LAUC year.

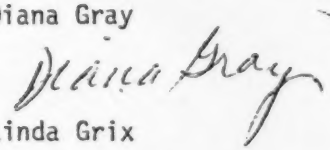
This is not a definitive statement, but a beginning. We expect that the concept of professsional development will be refined as new policies are developed and reports of future committees are completed.

We hope that this report is suitable groundwork for future activity.

Dora Biblarz



Diana Gray



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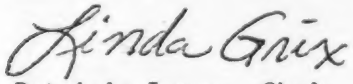
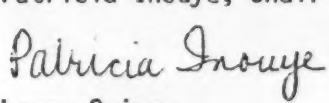
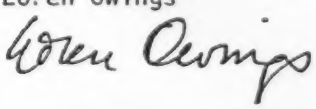


Patricia Inouye, Chair



Loren Owings



I. Introduction

The charge to the committee was to study the concept of professional development, including the individual librarian's responsibility and the General Library's role in assisting its librarians. The need for such a study has been felt on the Davis campus for a number of years. "Professional development" was a point of concern for several LAUC committees in the past, including the Ad Hoc Committee on Evaluation for Merit Increase and Promotion: Criteria, Guidelines, and Procedures ("Prom Crit," 1973), the Evaluation Evaluation Committee ("Eval Eval," 1974), and the 1975 LAUC Review Board. However, no committee or group has ever really studied the substance of the concept until now.

In a broader sense, a survey of other UC campuses failed to turn up any past or present work that would fit the context of our charge, although activities and contributions of the UCB LAUC Ad Hoc Committee on Promotion Review (Kaske Report) and the UCSD LEA*/LAUC Joint Committee on Employee Orientation and Staff Development are steps in this direction. The committee was also unable to determine the existence of any policy statements similar to the UCD Library Interim Policy Statement on Professional Development.

Professional development refers to the activities engaged in and the efforts put forth by librarians which increase the extent of their professional knowledge and abilities. Hopefully, this results in more effective librarians who demonstrate high performance on the job as well as involvement in the types of activities which benefit the campus, the University and the profession. Professional growth and development is a necessity for every successful librarian. Not only do retention and advancement criteria specified in sections 82-10-b and c and 51-4-e (2) and (3) of the Academic Personnel Manual (APM) make it obligatory, but personal pride should demand it.

Because the University mandates professional development, it has the responsibility to make time available to its librarians to pursue activities which promote professional growth and development. This has been recognized by the UCD library administration in the Interim Policy Statement on Professional Development, dated February 16, 1977. That document clarified part of the committee's charge, which had been written two weeks earlier. It addressed directly the role of the General Library in assisting its librarians in their pursuit of professional development opportunities by granting up to 10% of their working hours for such activities. The committee believes that this is a very liberal policy.

The Interim Policy Statement (IPS) also developed the concept of two types of activities: (1) professional development, and (2) professional service, which the committee fully supports and attempts to amplify in the body of this report. For purposes of illustration and discussion, we have chosen to employ this concept in developing our own report although we recognize that the term "professional development," in normative use conveys a broader sense than it does in the IPS. Professional development and professional service are part of the same thing and their distinction in our report is a somewhat arbitrary expedient adopted only to conform to the usage in the IPS.

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* Library Employees Association.

II. Planning for Development

We believe it to be true that library administrators generally lend relatively greater support to those librarians who are willing to help themselves; it is to the justifiable self-interest of the library to stimulate and retain the best qualified, hence the best prepared librarians. In the same way that a library acts out of self-interest, so must librarians. They should early on prepare goals and objectives and recognize that their professional development is not bought solely by an hourly allotment from the library. They must be prepared to expend time in off-hours pursuit of those goals and objectives. Although the library must be an active partner in the process, the primary responsibility rests with the individual librarian.

A librarian should begin planning his/her professional career during the first few months of employment. Part of the process of learning the requirements of a new job should include serious consideration of what the individual wishes to accomplish on that job and in his/her career. It is not just a question of whether to be involved, but how and to what degree. And, as one proceeds through a career, changes in direction or emphasis may naturally occur as one weighs different choices; hopefully, decisions will be made in terms of the librarian's abilities and desire to excel in the profession.

While individual capabilities and motivation are primary factors in determining the degree to which a librarian pursues professional development activities, three other factors also influence the extent of involvement:

1. Placement on the professional ladder: new or beginning librarians, who must initially concentrate on learning their job assignments, will spend less time on professional development than those at the Associate or Librarian levels, where expectations of active and responsible participation are higher. It is the consensus of the committee that at the beginning Assistant level, expectation of professional development activities may be limited to memberships and attendance at meetings. After the first year or two, we anticipate that most librarians would wish to begin building toward more active and substantial participation.

2. The requirements of one's assignment and department: These may vary substantially from year to year, and occasionally override other plans.

3. Participation in professional service activities: The individual librarian may wish to devote time to service activities exclusively or to a combination of both (see table, page 5).

It is the opinion of the committee that, in broad terms, the responsibilities of the librarian, the library and, in the UC system, LAUC, are:

Librarian: decides which activities to pursue; takes advantage of the resources available.

Library: provides time for professional activities, a conducive atmosphere in which development can take place, and resources and funds as available and appropriate.

LAUC: has primarily a pedagogical function in regard to professional development. Sponsors programs, seminars, study sessions, colloquia, career counseling by experienced peers, etc.

The committee recommends that LAUC, as part of its pedagogical function, offer career counseling by senior librarians for the benefit of newer colleagues. We see this service as a voluntary, informal activity. We would hope that experienced librarians, representing the various departments, would offer to serve in this capacity, answering questions about their own work, offering insights and, in general, providing information about different library occupational specialties. The rationale for this recommendation is that the committee believes that some new librarians begin early to dig their own ruts without really being exposed to the different options available within the field of librarianship. Career counseling, as a facet of professional development, would offer new librarians the opportunity to expand their professional horizons and would provide first-hand information about alternate job possibilities. Emphasis would be upon accurate information, presented in an unbiased, friendly manner. We do not see this as a vocational guidance service or as a platform for airing grievances. The senior librarians must not attempt to redirect colleagues into different positions within the UCD libraries; this is neither their function nor responsibility.

III. Kinds of Activities

The most important criterion for continuation or advancement according to section 82-10-b is "professional competence and quality of service within the library" (job performance). If a librarian does not excel in the performance of assigned duties, then s/he risks not being retained or advanced. Once this criterion is met, then one or more of the other three criteria in section 82-10-b must be considered, "to the extent they are relevant":

1. Professional activity outside the library
2. University and public service
3. Research and other activity

There is a relationship between the criteria cited above and the categories of activities covered in the IPS. In order to clarify that relationship, the committee made a table of the types of activities mentioned in the IPS.* This table is not meant to be all-inclusive, but rather to relate the types of activities mentioned in the IPS to the relevant sections of the APM. The two major categories are: Professional Development, for which we are allowed "up to 10%" of our total working hours, and Professional Service, which is the "Exclusions" category in the Interim Policy Statement. Time for the latter group of activities comes out of the remaining 90% or more. The letter codes following each activity refer to advancement criteria in 51-4-e (3) (a-d), and thus link the IPS and APM. In some cases, there is the possibility of varying interpretation. For instance, attendance at a library conference such as CLA is in the professional service category, yet workshops are in professional development. It is unclear which category would apply to a pre-conference workshop. There will undoubtedly need to be some decisions made on such cases, however arbitrary.

In the process of working closely with the APM, the committee found that one way to demonstrate effective professional competency and quality of service

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*See page 5

as described in Sec. 51-4-e (3) (a) is by "relevant additional educational achievement, including programs of advanced study or courses taken toward improvement of language or subject knowledge." This reinforced our thinking that requests for participation in courses, workshops, and in-service training programs which are intended to increase the individual's competence either in librarianship, a subject field, or a language should be supported as much as the available resources permit. Levels of skill adequacy should not be determined a priori by supervisors, but only after mutual consultation and agreement with the librarians concerned. The allowance granted by the IPS, which includes the option of taking courses as described above is a valuable form of support and should be utilized by librarians in their pursuit of excellence.

TABLE

PROFESSIONAL DEVELOPMENT	PROFESSIONAL SERVICE
Courses: Library Science (a)	Library committees (a)
Related academic courses (a)	LAUC-D (a)
University Extension courses (a)	Statewide LAUC (c)
Workshops (a)	ASO (c)
Seminars (a)	Campus committees (c)
In-service training (a)*	In-service training (a)*
Research & writing (d)	Statewide administrative committees (c)
Reading professional literature**	Library conferences: ALA (b)
	CLA (b)
	SLA (b)
	MLA (b)
	Scholarly society conferences (b)
	Community service utilizing professional skills (c)

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* When attendance at courses, workshops, seminars, and in-service training sessions is mandated by one's supervisor as part of the requirements of the job, the time for attendance is not subtracted from the allowance for professional development.

** The only type of activity which appears in the IPS and does not relate to any part of the APM is "reading professional literature". The committee deliberated at length regarding the need for including this option in the list of possible professional development activities. We concluded that reading professional literature does have a place in the growth of an individual librarian and is something that any conscientious librarian would do in the course of his/her job. However, if a librarian engages in professional reading only, to the exclusion of the other professional development activities, the committee would view this as a very minimal commitment to professional development. The committee, therefore, recommends that it be deleted from the final policy statement.

IV. Time Accounting

Methods

The maximum amount of time that a full-time librarian can use for professional development activities in one year is 208 hours, i.e. 10% of the 2,080 total working hours. The committee foresees three ways that this time may be utilized:

1. On-going, weekly use -- up to four hours each week.

2. Accumulation of time in advance -- when planning to attend a major activity, such as a two-day workshop, an individual would forego use of professional development time until enough is accumulated to cover the activity.

3. Use of time prior to accumulation -- attendance at an unanticipated activity, such as a three-day seminar, would use in advance more than the number of hours normally allowed for the week of the seminar. In this situation, an individual would in effect be "in debt" until the remaining time could be earned over the next few weeks.

The committee prefers the first two alternatives and feels that when the second alternative is used, time should be allowed to accumulate to a reasonable amount to dover anticipated activities. The decision to accumulate time, and the length and method of accumulation must be agreed upon in advance with one's supervisor. The third alternative is included to cover unforeseen activities that may arise during the year.

While studying the matter of time accounting, the committee considered the possibility that a librarian could choose to devote 10% to professional development, as allowed, and also select several professional service activities which would involve using part of the remaining 90%. When we realized that it would be possible for a person to become so heavily involved in activities that his/her desk job might suffer, we considered proposing a maximum number of hours to be fixed for such activities on library time. However, after lengthy discussion, the committee agreed that the imposition of a maximum could possibly lead to rigidity and perhaps place unnecessary limitations on the activities of librarians. The individual should know best how deeply s/he is able to be involved, given the requirements of the job, the needs of the department, etc.; nevertheless, consultation with one's supervisor regarding the extent of personal commitment must take place on a continuing basis, at least once a year.

Forms

Request for Library Support of Professional Activity

As described in the IPS, requests for participation in activities like courses, workshops, and in-service training programs, as well as proposals to do research and writing, should be submitted on this form. If a request involves only the use of professional development time, and no other type of support is sought,

the only blankwhich needs to be filled out in the "Support Requested" section would be "Time", and one could simply say, for instance, "2 hours (professional development)". The intention to pursue any on-going activity, such as a Master's program or a research project, must also be documented on the same form, with addenda if necessary. If the activity is expected to take more than one year the request should be submitted only once. Please note that when attendance at courses, workshops, seminars, and in-service training sessions is mandated by one's supervisor as part of the requirements of the job, the time for attendance is not subtracted from the allowance for professional development.

Job Description

The committee reviewed the job descriptions of librarians in the Librarian series to see what guidelines, if any, had been used for listing professional development activities. We found that the provision for professional development was different on practically every job description, and similarity existed only within individual departments. Allowances ranged from 0 to 17%, and tasks described were also widely dissimilar. For common understanding and consistency, the committee recommends that the job description include the categories "Professional Development Activities" and "Professional Services Activities". A percentage of time allocated to professional development activities should be agreed upon by the librarian and supervisor at the time the job description is updated each year. This figure is understood to be somewhat flexible as is the case with other parts of the job description. At the end of each year it will be necessary to report the actual utilization of time. No percentage of time is allocated for professional service activities in keeping with the usage in the IPS. The committee envisions the application of this recommendation as follows: the last two items in the job description will be, for example:

Professional Service Activities
No percentage of time is allocated to this category because the time for these activities comes from the categories above.

__% Professional Development Activities

Biography Form: Annual Supplement

All professional development and service activities should be included under the appropriate headings in the annual supplement. See Appendix I for examples of correct reporting.

Resumè of Activities

The committee recommends that a resumè of activities be submitted by every librarian to his/her supervisor. We understand that some supervisors already require such a report. Activities listed in the Biography Form: Annual Supplement would not appear on the resumè. Instead, it is an opportunity for librarians to discuss their intradepartmental, job-related activities and on-going research or other creative projects that cannot be reported in the Biography Supplement, but which do have a bearing on the annual evaluation by the supervisor.*

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* We are aware that the current Biography Form: Annual Supplement contains a new category, "Research in progress". However, the committee feels that it is more appropriately part of the resumè of activities.

The following is a list of examples:

Relations with faculty and students
Visits to other libraries in connection with one's job
Visits to and relations with bookdealers and vendors in connection with one's job
Meetings with visiting librarians in connection with one's job
Special or unusual in-house projects specifically relating to one's job
Innovative procedures or problem-solving activities deriving from one's desk operation
Course work towards a degree
Research and other creative projects in progress

The resumé is intended only for the use of the librarian and the supervisor; it is not to be forwarded with the review packet.

V. Recommendations and Conclusion

The committee recommends that:

1. Professional reading be deleted from the Policy Statement on Professional Development.

2. A resumé of activities be submitted by the librarian to the supervisor for use in preparation of the evaluation.

3. Career counseling be offered by LAUC-D as a voluntary service by experienced peers that would expose librarians to other facets of librarianship.

4. The job description uniformly include the categories "Professional Development Activities" and "Professional Service Activities;" that it reflect the actual amount of time used for Professional Development Activities, which may be to a maximum of 10%, but show no percentage of time for Professional Service Activities.

In this report we have stated that the choice of how much and to what degree a librarian participates in professional development is up to the individual librarian. We have stressed the importance of an individual's responsibility in making choices and determining the direction of one's career. We have studied existing ideas and policies and have provided interpretations and suggestions to make the concept of professional development easier to understand. Our hope is for positive commitment to professional growth by librarians and administrators in an atmosphere of trust and goodwill.

APPENDIX 1

UNIVERSITY OF CALIFORNIA, DAVIS
LIBRARY

Date:_____

BIOGRAPHY FORM: ANNUAL SUPPLEMENT

Period Covered:_____

NAME_____ POSITION_____

1. Professional Service in the Library
   List committees on which you have served and any particular contribution which you made. List here committees appointed by the University Librarian and departmental committees.

2. Professional activity outside the Library
   List library associations (e.g., Library Associates, ALA, SLA), scholarly societies (e.g., AAAS, Amer. Hist. Ass'n., Mod. Lang. Ass'n.). List any organizations and give an account of your activity, offices held, reports prepared, contributions and dates. In many cases there will be no special activity; membership dues do constitute support.

3. University and Public Service
   Include both campus and statewide activity, including LAUC and ASO, and professional service to the community, state and nation. Campus and statewide committees, reports, meetings of people from all campuses with similar positions. Show as "professional service" a contribution which you can make as a librarian, because of your training and expertise, not only as a citizen.
   Note: The Library has adopted the established policy of the faculty in not including "employee organizations" in either Item 2 or Item 3 of this form.

4. Continuing professional education
   Include courses, conferences, workshops, etc. Personnel office courses, Extension courses, academic courses, Library conferences, workshops, etc.

5. Research and Publication
   Do not include research in progress. Do not include "research" done to resolve a problem in the daily work. Include any project only once.

6. Other (Awards, etc.)
   Scholarly or professional awards; certain civic awards may be included.